**Name of Intervention:**

Guided Notes

**Description:**

Guided notes are an evidence based intervention strategy in relation to increasing academic performance and on task behavior (Konrad, Joseph, & Eveleigh, 2009).  Guided notes are pre-made notes that include blank spaces for writing down key components from the lesson of the day.

**Purpose:**

* opportunity for active engagement
* serves as a prompt for active listening
* increases time-on task
* provides opportunities for teachers to provide positive feedback to students
* allows for differentiation of instructional levels

**Procedures:**

1. Outline major facts and concepts to be learned
2. Create a student handout from the lesson outline, leaving blank spaces for key concepts
3. Teach and model how to use Guided Notes during instruction
4. Prompt the student during instruction to fill in key concepts if needed
5. Provide positive reinforcement and give specific feedback

**Grade Level:**

Elementary – High School

**Whole Group/Small Group/Individual:**

Individual

**Progress Monitoring Tools:**

work sample (% completed)

**Research/Evidence-Base:**

Konrad, M., Joseph, L. M., & Eveleigh, E. (2009). A meta-analytic review of guided

notes. *Education and Treatment of Children*, *32*, 421-444.

**Resource/Support Information:**

The Teacher Toolkit

This website provides additional guidance on using guided notes.

<http://www.theteachertoolkit.com>

Evidence-based Interventions Network

University of Missouri

<http://ebi.missouri.edu/wp-content/uploads/2011/09/Guided-Notes.pdf>